

1. Record Nr.	UNINA9910456430103321
Titolo	School resegregation [[electronic resource]] : must the South turn back? // edited by John Charles Boger and Gary Orfield
Pubbl/distr/stampa	Chapel Hill, : University of North Carolina Press, c2005
ISBN	1-4696-0512-0 0-8078-7677-1
Descrizione fisica	1 online resource (396 p.)
Collana	H. Eugene and Lillian Youngs Lehman series
Altri autori (Persone)	BogerJohn Charles OrfieldGary
Disciplina	379.2/63/0975
Soggetti	Segregation in education - Southern States School integration - Southern States Public schools - Southern States Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. [329]-360) and index.
Nota di contenuto	Contents; Acknowledgments; Introduction. The Southern Dilemma: Losing Brown, Fearing Plessy; PART 1 The History of the Federal Judicial Role: From Brown to Green to Color-Blind; 1 The Segregation and Resegregation of American Public Education: The Courts' Role; PART 2 The Color of Southern Schooling: Contemporary Trends; 2 Integrating Neighborhoods, Segregating Schools: The Retreat from School Desegregation in the South, 1990-2000; 3 Classroom-Level Segregation and Resegregation in North Carolina 4 The Incomplete Desegregation of the Charlotte-Mecklenburg Schools and Its Consequences, 1971-20045 School Segregation in Texas at the Beginning of the Twenty-first Century; PART 3 The Adverse Impacts of Resegregation; 6 Does Resegregation Matter?: The Impact of Social Composition on Academic Achievement in Southern High Schools; 7 Racial Segregation in Georgia Public Schools, 1994-2001: Trends, Causes, and Impact on Teacher Quality; 8 The Impact of School Segregation on Residential Housing Patterns: Mobile, Alabama, and Charlotte, North Carolina PART 4 The New Pressures from Standardized Testing9 No

Accountability for Diversity: Standardized Tests and the Demise of Racially Mixed Schools; 10 High-Stakes Testing, Nationally and in the South: Disparate Impact, Opportunity to Learn, and Current Legal Protections; PART 5 The Uncertain Future; 11 The Future of Race-Conscious Policies in K-12 Public Schools: Support from Recent Legal Opinions and Social Science Research; 12 Moving beyond Race: Socioeconomic Diversity as a Race-Neutral Approach to Desegregation in the Wake County Schools
13 A New Theory of Integrated Education: True Integration Conclusion.
Brown and the American South: Fateful Choices; Bibliography; Contributors; Index; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; R; S; T; U; V; W; Y; Z

Sommario/riassunto

Confronting a reality that many policy makers would prefer to ignore, contributors to this volume offer the latest information on the trend toward the racial and socioeconomic resegregation of southern schools. In the region that has achieved more widespread public school integration than any other since 1970, resegregation, combined with resource inequities and the current "accountability movement," is now bringing public education in the South to a critical crossroads. In thirteen essays, leading thinkers in the field of race and public education present not only the latest data an
